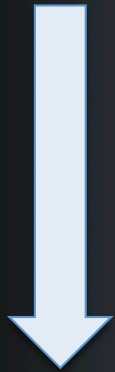




Image: <http://pheeph.deviantart.com/art/5000-Puzzle-Pieces-196729125>

Proficiency Families

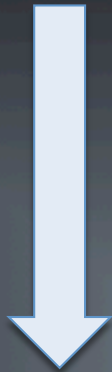
NL NM



Novice Speakers

- Respond to simple questions on the most common features of daily life
- Convey minimal meaning to speakers experienced at dealing with foreigners by using
 - Isolated words
 - Lists of words
 - Memorized phrases
 - Some personalized recombination of words and phrases
- Satisfy only a very limited number of immediate needs

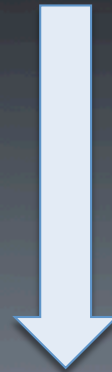
NH IL IM



Intermediate Speakers

- Participate in simple, direct conversations
- Ask and answer questions
- Handle basic, uncomplicated communication need in daily life (survival language)
- Create with the language
- Use discrete sentences and strings of sentences; can use sentence "connectors"

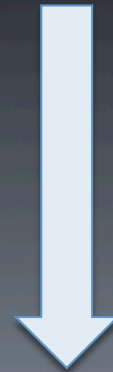
IH AL AM



Advanced Speakers

- Participate actively in conversations in most formal and informal settings on concrete and factual topics of personal and public interest
- Narrate and describe in major time frames with good control
- Deal effectively with unanticipated complications through a variety of communication devices
- Sustain communication by using with suitable accuracy and confidence, connected discourse of paragraph length and substance
- Satisfy the demands of work and/or school situations

AH S



Advanced Speakers

- Can fundamentally do anything in their second language that they can do in their first language
- Speak in detail, hypothesize, handle unfamiliar topics and situations
- Evidence excellent control of grammar in every aspect except possible dogmatic usage
- Can produce linguistic subtlety and nuance

ACTFL – Proficiency

Branches: Text Type

- words
- sentences
- paragraphs

Roots: Content & Contexts

- Topics
- Social Situations



Leaves: Accuracy

- Pronunciation
- Grammar
- Vocabulary
- Socio-linguistic appropriateness
- Fluency

Trunk: Functions

- Ask & answer questions
- Describe
- Compare & contrast
- Narrate & describe
- Support an opinion

Major Levels - Novice

The “Parrot”

- ♦ Lists with words/phrases
- ♦ Makes attempts at conversation
- ♦ Memorized language
- ♦ Telegraphic
- ♦ Limited topic areas

WORD LEVEL



Chantal Thompson

Major Levels - Intermediate

The “Survivor”

- ♦ Creates with language; recombines and adapts learned material to express personal meaning
- ♦ Asks and answers questions about familiar topics
- ♦ Handles simple situations

SENTENCE LEVEL



Chantal Thompson

Major Levels - Advanced

The “Storyteller”

- ❑ Full conversational partner
- ❑ Speaks with confidence
- ❑ Expands on a variety of concrete topics
- ❑ Narrates and describes in present, past and future time frames
- ❑ Handles a situation with a complication

PARAGRAPH LEVEL



Chantal Thompson

The **LOW** Sublevel:

(Threshold performance)

- ♦ Sustained but skeletal for the level
- ♦ “just hanging on”
- ♦ BARELY there



Chantal Thompson

The **MID** Sublevel:

- ♦ quantity and quality for the level
- ♦ SOLID
- ♦ some features of the next level



Chantal Thompson

The **HIGH** Sublevel:

- ♦ functions most of the time at the next higher level
- ♦ “fall” from above

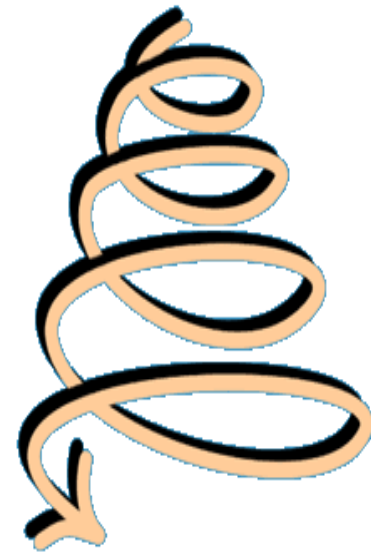


Chantal Thompson

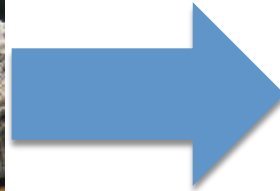
Text Type

Quantity and Organization of Language Expands

- Isolated words
- Words and phrases
- Discrete sentences
- Strings of sentences
- Connected sentences
- Single paragraphs
- Multiple paragraphs
- Extended cogent discourse



Performance towards Proficiency



Key Comparisons: Performance & Proficiency

Performance

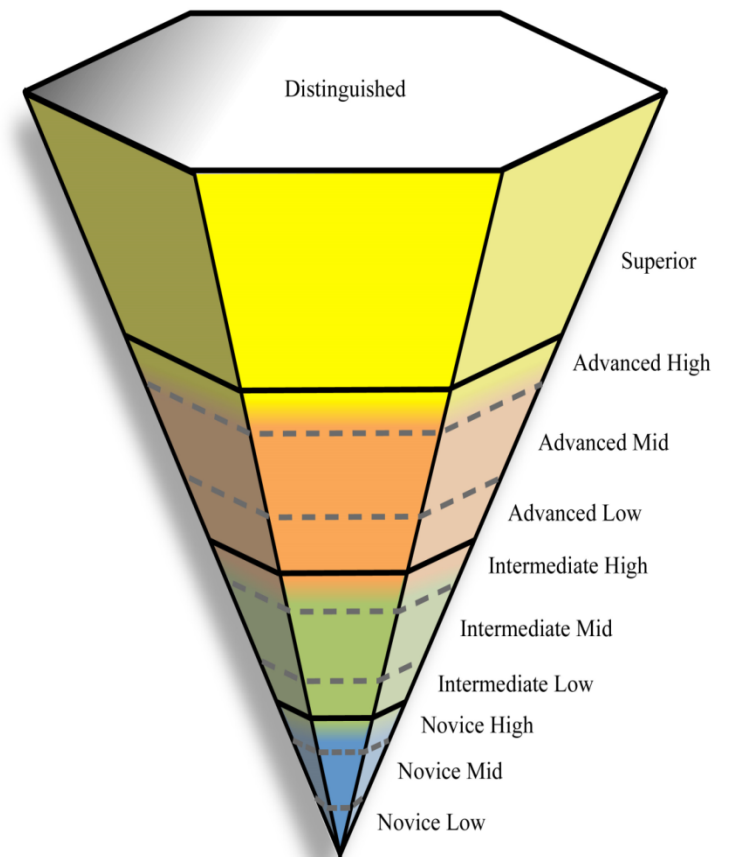
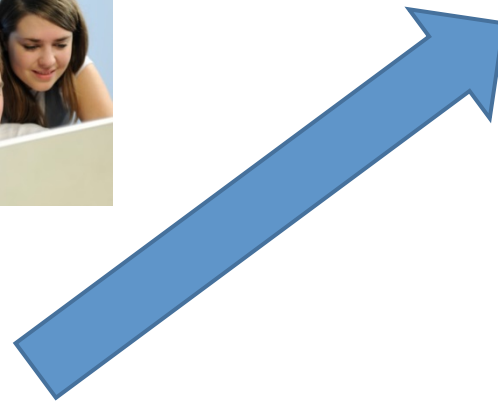
- ❑ Based on classroom instruction
- ❑ Practiced
- ❑ Familiar content and context
- ❑ Learners practice the functions and related structures, vocabulary through a variety of tasks to get ready for the final performance assessment tasks

Proficiency

- ❑ Independent of specific classroom instruction
- ❑ Spontaneous
- ❑ Broad content and context
- ❑ Sustained performance across all the tasks and contexts for the level

What learners demonstrate in the familiar context of the instructional setting...

points toward a targeted proficiency level



NCSSFL-ACTFL Global Can-Do Benchmarks

Interpersonal

Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High
I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.	I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.	I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on familiar topics using sentences and series of sentences. I can handle short social interactions in everyday situations by asking and answering a variety of questions. I can usually say what I want to say about myself and my everyday life.	I can participate with ease and confidence in conversations on familiar topics. I can usually talk about events and experiences in various time frames. I can usually describe people, places, and things. I can handle social interactions in everyday situations, sometimes even when there is an unexpected complication.

NCSSFL-ACTFL Global Benchmarks

Presentation Writing

Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High
I can copy some familiar words, characters, or phrases.	I can write lists and memorized phrases on familiar topics.	I can write short messages and notes on familiar topics related to everyday life.	I can write briefly about most familiar topics and present information using a series of simple sentences.	I can write on a wide variety of familiar topics using connected sentences.	I can write on topics related to school, work, and community in a generally organized way. I can write some simple paragraphs about events and experiences in various time frames.



THE ACTFL ASSESSMENT OF PERFORMANCE
TOWARD PROFICIENCY IN LANGUAGES

<http://aappl.actfl.org/demo>

Languages:

- Arabic
- Chinese
- French
- German
- Russian
- Spanish
- ESL

Results:

- Novice 1 – 4
- Intermediate 1 – 5
- Results by mode
- Feedback on how to improve

Interpersonal Listening/Speaking - Novice

Prompt

- Hello! My name is Antonia. What's your name?
- I am from Colombia. Where are you from?
- I'm in my room. Where are you?
- I take English and math classes. What classes do you take?

Novice-level Response

- My name Sam.
- I am in the United States.
- in Spanish class
- Science, Spanish, English, math.

Interpersonal listening/speaking -Intermediate

Prompt

- Let's talk about music. Tell me what kind of music you listen to. Why do you listen to this music?
- I listen to music on my iPod. How do you listen to music?
- Listen to this. This is The Zodiacs - my favorite group. Tell me about a group that is popular with young people in America.
- Your school has music programs, doesn't it? Tell me about one of them. What do the students do who participate in this program?

Intermediate-Level Response

- I like all music, um, without classical music. It is boring.
- Ah, I listen to my music on my telephone, but I have an I-Phone and also I have an I-Pod and, uh, my computer.
- Ah, a group that is very popular with young people in the United States and North America, um, is the Black-Eyed Peas group. All the members in the group are young and the music is, um, very good and all, um, like them.
- Ah, there is a band and an, ah, and, um, piano and guitar classes. Um, many people go to the school in order to see the band.

Interpersonal-Listening/Speaking - Advanced

Prompt

1. It's been great talking to you in Spanish. Tell me, why did you decide to study Spanish? Why did you make that decision?
2. **Do you remember an occasion when you needed to speak Spanish? What happened? Tell me the whole story—I want to know all the details.**
3. How do you plan to continue improving your Spanish? How do you plan to use your Spanish in the future?
4. I want to learn English. Can you recommend a television show that will help me learn English? Why do you think this program will help me improve my English?

Interpersonal Listening/Speaking

Advanced - Response

2. Well, I use my Spanish a great deal in my work because I work in a pharmacy where I have to speak with patients that don't speak English almost every week. But one very special time was when I was like nine years old, I think. I was in Cancun, Mexico with my family for Christmas. And we were, um, we went by bus and we wanted to visit the city. Then, we went on the bus and my mother didn't know when we had to leave the bus. Then we were there for like three hours. Then, I, when I was 9 years old, had to talk with the, ah, the uh, the one who drives the bus and he, he finally told me that we forgot to leave the bus two hours ago and he took us to, to the street that we needed and we were very [attempts unsuccessfully to say thankful] because we were the last ones the last ones on the bus and no one else was there and we didn't know what to do. Well, because I could speak Spanish with the, with the man, umm, he drove to, to the street. Thank you.

AAPPL Score Description – Int 3

Interpretive	Interpersonal	Presentational
Your AAPPL Interpretive Reading/Listening score of I-3 means that you understand main ideas and supporting facts in short passages on familiar topics. You may need to read/hear complex passages more than once. Context clues or prior knowledge may help you understand what you read/hear.	Your AAPPL Interpersonal Listening/Speaking score of I-3 means that you maintain conversations about yourself and your life. You also use your language to express your own thoughts and get the things that you need. You can connect some sentences together. You ask and answer a variety of questions. You do all of this in a way that your teacher and others who are used to language learners easily understand what you are saying.	Your AAPPL Presentational Writing score of I-3 means that you write about yourself and your life. You write well enough to accomplish what you need and pose a variety of questions. You can write some longer sentences and connect some sentences together. You do all of this in a way that your teacher and others who are used to the writing of language learners readily understand your writing.

Moving from one level to the next...

At any level:

- ❑ Perfection is **NOT** the goal
- ❑ Need to feel successful within partial control, and push learners (level check – then probe), to get to full control

To get to the next level, focus on:

- ❑ Elaboration (more specific and descriptive)
- ❑ Narration (connection of ideas, sentences)
- ❑ Using language to accomplish the function
- ❑ Using language more spontaneously, more independently

Increasing levels of proficiency

Novice		Intermediate		Advanced	
Express feelings and emotions	Say that I am happy or sad	Express basic emotions and feelings	Express a variety of emotions and feelings	Express a wide variety of emotions and feelings, beginning to distinguish shades of meaning (ex: happy – thrilled – ecstatic)	Express a wide variety of emotions and feelings, choosing precise expressions appropriately to reflect shades of meaning
	Recount what I am doing in short, memorized sentences	Tell someone about my day, activities, an event in a simple sequence of sentences	Tell a story or recount an event in a logical sequence of sentences	Tell a detailed story about something that happened logically sequencing the events	Recount a story or event using paragraph-length narration and description

Cinderella



Level I

Cinderella is a girl. She isn't happy. She works a lot. Her mother doesn't like Cinderella. She has two sisters. They don't like Cinderella. There is a ball. Cinderella doesn't go to the ball....

Level II

Cinderella is a poor young girl. She has two sisters who are not nice. And her mother doesn't like her much. One day the family is going to go to the ball at the king's castle. Cinderella can't go because she doesn't have a pretty dress....

Level 3



Once upon a time there was family of two sisters and their mother. They had a step-sister, Cinderella. The mother loved her two ugly and mean daughters, but she didn't like Cinderella, who was beautiful and nice. One day, the king invited all the young girls to meet his son, the prince. But Cinderella, who didn't have anything nice to wear, couldn't go....

Level 4



Once upon a time there was a family composed of a mother and her two mean and ugly daughters. In the small house lived Cinderella, the step-sister, who had to do all the household chores. Because of her great charm and beauty, Cinderella was hated by her step-mother and two step-sisters who were jealous. One day, there was an invitation sent by the king, who was giving a grand ball at the castle in honor of his son. All the young girls of the kingdom were invited; except Cinderella who, not having anything to wear for such a rich ball, could not attend....

Level 5



Once upon a time there was a girl named Cinderella whose step-mother made her work all day long. But her two vain and lazy step-sisters would only walk around in their beautiful dresses making fun of Cinderella who was always dressed for doing household chores. One day, a letter arrived from the king who was making preparations for a grand ball at which his son would choose his future bride from among all the young girls of the kingdom. Cinderella really wanted to attend but couldn't because all she had were the old charwoman clothes she was wearing.

Alejandro Sanz Yesterday, Tuesday, November 15th, 2005, the fans of the Spanish singer Alejandro Sanz, were able to see and hear his idol in person at the Radio City Music Hall in New York City. The tickets were sold out a month ago, and the performance of Alejandro Sanz was superior. As usual, Alejandro sang his most popular songs such as “El Alma al Aire” (“The Soul in the Air”), “Mi Soledad y Yo” (“My Loneliness and I”), “Heroe” (“Heroe”), and more. The concert started on time at 8pm and finished at 11pm. Three excellent hours of an outstanding performance, Sanz, gave to his fans from all over the world. The adrenaline of the fans was high with the romantic voice of the singer. Also, there were some lucky ones who were able to hold hands with their idol, and show their affection by giving to their favorite singer some gifts, such as flowers, teddy bears, chocolate boxes, etc. Furthermore, the price of the tickets were from \$85.00 to \$300.00, and all the tickets were sold out a month ago. There is not doubt the Alejandro Sanz has won his fans’ heart. Personally, I believe that Alejandro Sanz is an excellent singer and his sense of humor, his personality, his passion for believing in the true love, makes him a unique singer.

<http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012/>


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Writing Prompt

You are entering a contest. If you win, you will get to spend as much money as possible in a week with one restriction — you may not spend it all buying things for yourself.


1. Describe yourself and your family. Tell about any activities you enjoy. Mention whether or not money is needed to do these activities.
2. Describe an experience in your past where you needed money, but didn't have any or didn't have enough. When and where did it occur? What happened? What did you do?
3. Describe how, if you win, you will spend the maximum amount of money possible in the week. How will you be different as a result of this one week? What impact would you like to make if you win the contest?



My family and I are very special because we like to help a lot of people. We like many activities with money and with no money. My father and I like to go from the park to enjoy them. Mom and I like to recycle and we clean the trash in the park. We like money for ? and paper for ? for volunteers. My father and brother and sister give food to the home and help in the to eat of charity. I want money to give to my father and brother and sister for food. Last summer my family and I have no money to help the persons with no food and we are sad. It is unusual that we are able to give food to many and many persons. I want money to support my family, to give food to person and to have a good time with me family.




I like fun activities. I like my family a lot. I have mom, dad, brother and three dogs. My brother is __ years old. I am __ years old. My brothers name is pepe. My family and I they like the movies. We to buy a movie. But we to buy food of 4 persons! To buy difficult. But we have fun. I like to practice sports with my brother. We to play soccer. I need to buy soccer * of my brother *. Pepe much like to play soccer. He needs soccer *. My mother and I they likes art. My mom is very artistic. She needs color pencils. I like to buy color pencils. But to buy is difficult. My family and I they likes to buy from the movies, lunch, soccer *, and color pencils. Help me and my family please ! thank you.



Hello. I live in Overland Park with my parents and my brother. I also have two sisters, but both are in college. I believe I should win this money because I could use the money very well. My sisters are both in college so my parents have only a little money for my college. Whether I win this money, I could use it for my college. I could also buy a car for my father. When he was in college, he bought a car. Now my father has the same car because we do not have enough money for a new car. My father has done so much for me, so I want to do so much for him.

I also have a passion for animals and there are many animal protection organization that I love so much. But these organizations need money to help the animals. For example, the Australian Clinic for Bats. The people at this clinic care for the bats of the forests, because their habitat is not good for the bats. The Clinic has a video on the internet and it shows a woman from this clinic. She is feeding the bats milk from bottles. I love this organization because they are doing so much for the animals in need. I want to win this money because I want to do something for these animals.



I like to practice sports and rest. I am _ years old. I have blond hair. I like milk and hamburgers. I have three sisters and no brothers. I have a cat and two dogs. My mother is brunette. She is short and pretty. My father is very tall and handsome. My father likes hamburgers and soft drinks. My sisters less than my. Her sisters like art. My sisters very artistic. My dog likes to run. He likes the fruits and water. My family is always happy.

Spiral the Topic: Family



Novice Mid – High	Intermediate Low	Intermediate Mid-High	Advanced Low
<ul style="list-style-type: none"> Who are the people in this picture? Describe them. What do they like to do? What don't they like to do? 	<ul style="list-style-type: none"> What are the members of this family doing? What questions would you like to ask about this family? 	<ul style="list-style-type: none"> This family spends time together each week. What traditions exist in your family? Explain one tradition in detail. What are you currently doing to create or continue family traditions? What traditions will you establish when you have a family of your own? Describe a tradition that you hope will exist in your future. 	<ul style="list-style-type: none"> Many believe that families who have strong traditions have a better quality of life. Do you agree or disagree with this belief? What impact would stronger families have on our society? Support your opinions with specific examples.

City Life – Do the tasks match the targeted performance level? allow students to address the essential question in some way?

<u>Interpretive Mode</u> Students will identify places in a city based on written and/or oral directions.	<u>Interpretive Mode</u> Students will read descriptions of various cities and will demonstrate comprehension of key elements indicating what they can see and do.	<u>Interpretive Mode</u> Students will read tourist information written for people planning to visit the city and use that information to determine where to go.
<u>Presentational Mode</u> Your class is planning a trip to (country). You need to suggest a city to visit and explain what there is to do there and why it is a good place to visit.	<u>Interpersonal Mode</u> In small groups, review all the suggestions of cities to visit in (country). Select three cities that you want to visit, giving reasons for your choices.	

Developing the task....

DO.....

- Write for real-world purposes. Write to explain, persuade, convey experience.
- Write for an audience beyond the classroom.
- Engage in the writing process – draft, revise, edit.
- Process feedback.
- Read like a writer.

DON'T.....

- Script the writing task.
- Prescribe the use of certain grammar or structures.
- Write dialogues.
- Limit the amount of text.
- Write anything that would not be written outside of class.

Does the task target the appropriate **performance** level?

Teaching Grammar



- ❑ Explicit instruction – explaining the rules of grammar
- ❑ Implicit instruction – acquisition of language, embedded in communicative context
- ❑ Deductive instruction – rules are explained
- ❑ Inductive – students uses languages, no real effort to identify patterns of grammar

Grammar Continuum



Deduction

.....

Guided Induction

.....

Induction

Explicit

Explicit

Implicit

Rules

Metalinguistic
Awareness

Input
Enhancement

Structured
Data

Frequency

<http://coerll.utexas.edu/methods/modules/grammar/03/>

Teaching Grammar



- **Explicit instruction** – explaining the rules of grammar
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Grammar Continuum



Deduction

.....

Guided Induction

.....

Induction

Explicit

Explicit

Implicit

Rules

Metalinguistic
Awareness

Input
Enhancement

Structured
Data

Frequency

<http://coerll.utexas.edu/methods/modules/grammar/03/>

Grammar in Context



P resentation

A

C

E

Bébé Lilly: Les bêtises

J'ai tout mangé le chocolat
J'ai tout bu le cola cola
Et comme t'étais toujours pas là
J'ai tout vidé le Nutella
j'ai tout démonté tes tableaux
j'ai tout découpé tes rideaux
Tout déchiré tes belles photos
Que tu cachais dans ton bureau



<http://notrepetitblog.blogspot.com/2010/02/le-passe-compose-en-chanson.html>
http://www.dailymotion.com/video/xktt8_bebe-lilly-les-betises_music

Bébé Lilly: Les bêtises

I ate all the chocolate
I drank all the cola cola
And as you were still not there
I finished all of the Nutella
I took down all your pictures
I cut all your curtains
Tore all your beautiful pictures
That you were hiding in your desk



<http://notrepetitblog.blogspot.com/2010/02/le-passe-compose-en-chanson.html>
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Grammar in Context



*P*resentation

*A*ttention

C

E

Bébé Lilly: Les bêtises



J'**ai** tout **mangé** le chocolat
J'**ai** tout **bu** le cola cola
Et comme t'étais toujours pas là
J'**ai** tout **vidé** le Nutella
j'**ai** tout **démonté** tes tableaux
j'**ai** tout **découpé** tes rideaux
Tout déchiré tes belles photos
Que tu cachais dans ton bureau

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Grammar in Context



*P*resentation

*A*ttention

*C*o-construct

E

Passé composé



manger Hier, j' **ai mangé** le chocolat.

tirer D'abord, j' _____ sur la queue de mon chat.

Passé composé



manger Hier, j' **ai mangé** le chocolat.

tirer D'abord, **j'ai tiré** sur la queue de mon chat.

frapper Puis, _____ mon frère.

Passé composé



manger Hier, j' **ai mangé** le chocolat.

tirer D'abord, **j'ai tiré** sur la queue de mon chat.

frapper Puis, **j'ai frappé** mon frère.

oublier Aussi, _____ mes devoirs.

Passé composé

- manger* Hier, j' **ai mangé** le chocolat.
- tirer* D'abord, **j'ai tiré** sur la queue de mon chat.
- frapper* Puis, **j'ai frappé** mon frère.
- oublier* Aussi, **j'ai oublié** mes devoirs.
- jurer* Enfin, _____ à mon père et il m'a grondé.

Passé composé

manger Hier, j' **ai mangé** le chocolat.

tirer D'abord, **j'ai tiré** sur la queue de mon chat.

frapper Puis, **j'ai frappé** mon frère.

oublier Aussi, **j'ai oublié** mes devoirs.

jurer Enfin, **j'ai juré** à mon père et il m'a grondé.

What is the rule? How would you explain how to speak and write in the past?

Grammar in Context





P resentation

A ttention

C o-construct

E xtend

Conventions

Correct use of all conventions		Risk-taking
Writing errors are bad, they are indicators of failure		Writing errors are good, they are opportunities for instruction

“It has now become conventional wisdom..... that the best way to teach conventions is by example, using texts students create.”

--Culham

Pre-Speaking/Writing

Situation: You will be traveling with a group of students and have been asked to introduce yourself. The information you share will be used to assign roommates for the trip. Say as much as you can about yourself. End by asking a couple of questions that you would like to have answered.

Classroom brainstorming (complete in target language)

Content (Ideas)	Language Structures/Patterns
Greetings, name	Formal or informal? Question for names
age	To have or to be?
Nationality, where you live	To be, adjective agreement
Description of personality	To be, happy, sad, introvert, outgoing, athletic
Favorite activities – likes/dislikes	To play (sports), to work, to study, to travel
Questions to get to know someone	Where do you live? What do you like? What do you like to do?

Structured Writings

Consider the difference.....

Comment on a current event:

Include:	Include:
<ul style="list-style-type: none">• a verb that uses “avoir”• a verb that uses “être”• a reflexive verb• two adjectives• two connectors	<ul style="list-style-type: none">• explain what has happened• comment on what is happening• predict what will happen under different circumstances• end by giving your thoughts on what should happen

Grammar Topics Spanish



- regular verbs emphasis on 1st and 2nd
- adjective agreement and position
- pattern of like to (infinitive)
- negative
- possessive adjective
- possessive adjective/subject pronoun
- definite / indefinite articles -concept of masculine

ac

Il est tres petit.

Importance of Authentic Texts

Authentic Text – text written by speakers of the target language for speakers of the language

- Real-world
- Culture rich
- Models of correct language



Plus besoin de faire ses lacets avec cette invention

Tips for finding authentic text



- ❑ Look for texts that address the essential question of the unit and allow students to work on the language functions of the unit.
- ❑ Do not look for texts that have specific vocabulary or structures.
- ❑ Do a google search using possible words, phrases in the target language, click on images and videos first especially for novice learners.
- ❑ Adapt the task, not the text.
- ❑ Become a fan of Pinterest.

Practice in target language; assess in English

Comment dit-on.....

How do you say....



Cherchez les mots qui indiquent.....

Find the words that indicate....

1. **une quantité de coca** (*an amount of coke*)
2. **pas toutes les profiteroles** (*not all the profiteroles*)
3. **une sauce blanche** (*a white sauce*)
4. **Quelquechose de jaune qui va souvent avec un hamburger**
(*something yellow that often goes with a hamburger*)
5. **La nourriture qui exige plus de deux heures de marcher pour éliminer les calories**
(*the food that requires more than 2 hours of walking to get rid of calories*)

Quelle est l'idée principale?

What is the main idea?

- a. **La différence entre les hommes et les femmes**
(*difference between men and women*)
- b. **Une comparaison entre les calories et l'activité**
(*A comparaison between calories and activity*)
- c. **La nourriture qui est de mauvaise santé**
(*food that is unhealthy*)

Before Reading



- Discussion
- Prediction
- Questioning
- Brainstorming
- Setting purpose

During Reading



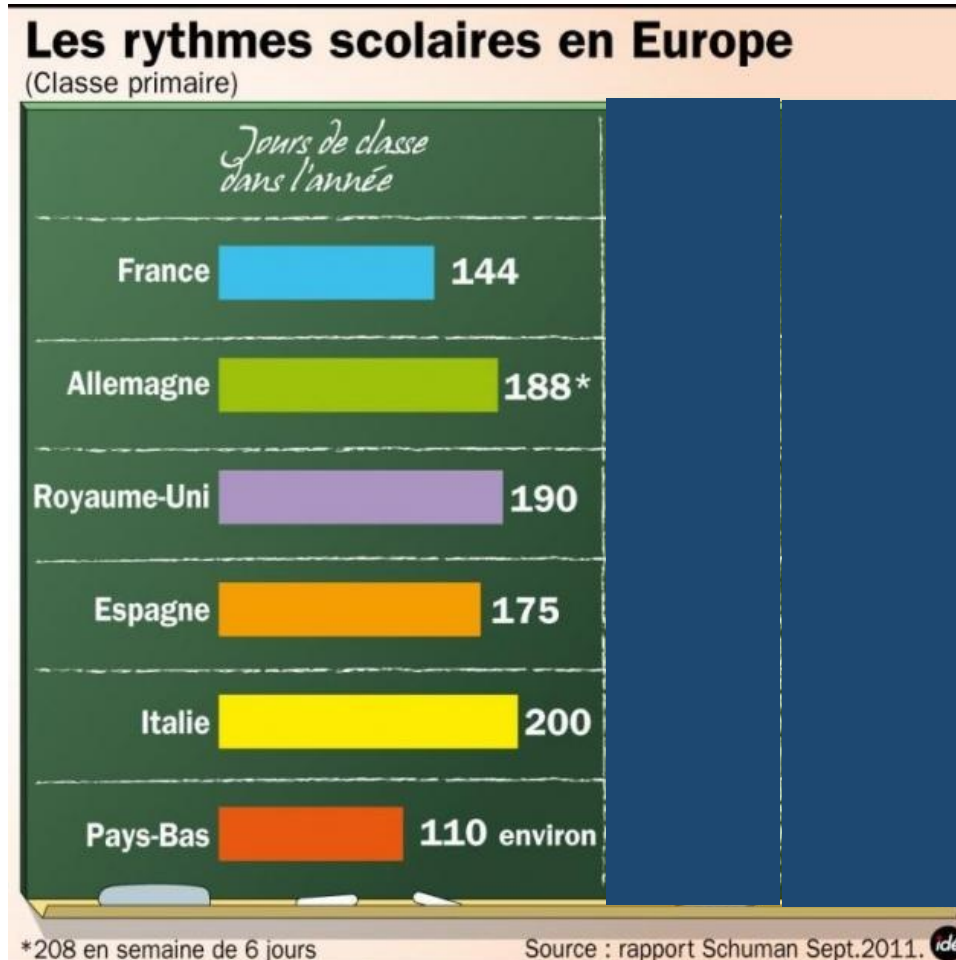
- Guided
- Active
- Silent
- Individual

After Reading



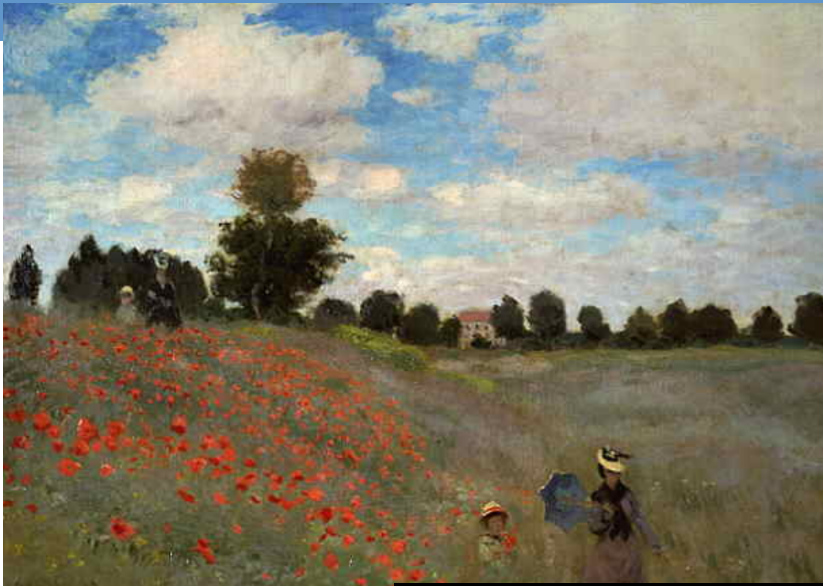
- clarify
- reinforce
- extend knowledge

Key considerations for working with text



- Begin with what they can say before asking any questions.
- Avoid worksheets.
- Process the text in the target language.
- Know where you want to “lead” students as they work with the text.

Three Key Questions



1. What is going on in this picture?
2. What do you see that makes you say that?
3. What more can we find?

Working with video - vocabulary



- ❑ Show the video without images or show the video without sound.
- ❑ Ask students to list words and phrases they think they will hear based on the images
- ❑ Alternatively, show images and ask them to predict what the song is about based on the images.

What is it about?

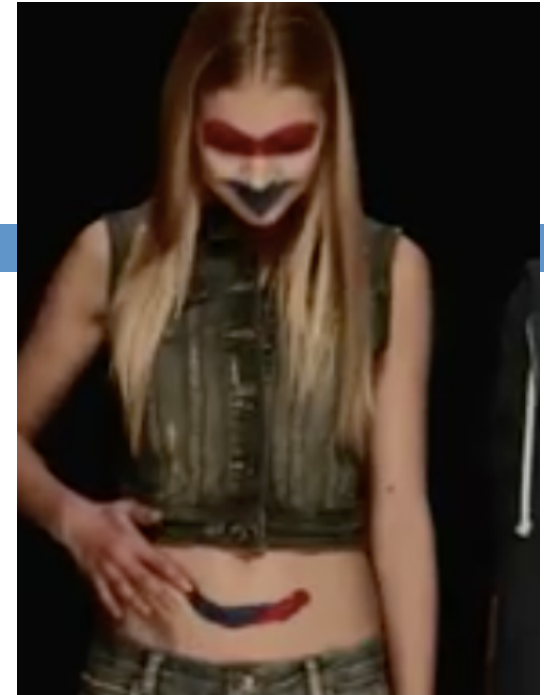


Consider the symbolism

Tackle one at a time...

- Use of color vs black and white
- Animals
- Flags
- Smiles
- Drums
- Soccer Ball

Ask for reasons or offer choices that suggest reasons.



Shakira

What do you know about Shakira from the song?
How do you know it?



Letra – cloze activity

What words would
you leave out?

Toda mi vida, fue así
Yo a ti te busqué
Hasta que llegaste
Con esa boca que Dios te ha dao
Ni obligada, podría dejarte
Las ganas de ti, me devoran
Los segundos de todas las horas
Tus dos luceros son los que quiero
Sin tus ojos azules me muero
Ven y bésame mucho
El mundo no importa
La noche comienza
No no no pares ahora

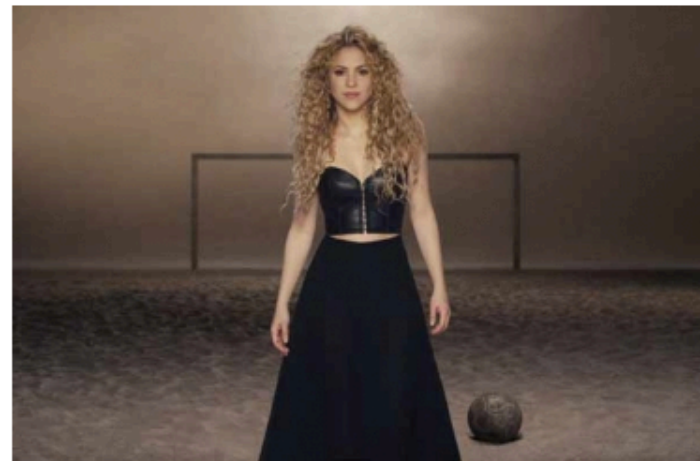
Shakira's "La La La" Celebrates World Coming Together, Supports School Meals

23 May 2014

What happens when Shakira and Activia join forces to support WFP? Transformational programmes receive much-needed funding, and thousands of people hear about it for the very first time.

Providing funding, raising awareness

When Shakira and Activia, one of the world's largest yogurt brands, teamed up to make the music video for "La La La (Brazil 2014)," they wanted to celebrate the world coming together. But that is not all; using the music video, they wanted to shine the spotlight on WFP's [School Meals Programme](#) – one of the many ways WFP and our partners are building a world with zero hunger.



Shakira and Activia are helping build a world with zero hunger. With the launch of the music video 'La La La', they are shining the spotlight on WFP's School Meals Programme. Click [here](#) to watch the video and learn more.

Homework or silent in class reading for cognates.....
summarize in English, focused discussion in Spanish

Hambre Mundial

Hoy en día 870 millones de personas sufren de desnutrición en el mundo. Eso significa que una de cada ocho personas no tienen alimentos suficientes para estar saludable y llevar una vida activa. De hecho, el hambre y la desnutrición son el principal riesgo para la salud en todo el mundo - más que el SIDA, la malaria y la tuberculosis juntas.

Entre las principales causas del hambre están los desastres naturales, los conflictos, la pobreza, la pobre infraestructura agrícola y la sobreexplotación del medio ambiente.

Además del hambre que se siente cuando se tiene el estómago vacío, también existe otro tipo de hambre: el hambre oculta. Ésta es producto de la deficiencia de micronutrientes y hace a las personas más susceptibles a enfermedades infecciosas, perjudica el desarrollo físico y mental, reduce la

El hambre no sólo repercute sobre el individuo, sino que también impone una carga económica para el desarrollo global. Los economistas estiman que un niño cuyo desarrollo físico y mental ha sido atrofiado a causa del hambre y la desnutrición, puede dejar de recibir entre el 5-10 por ciento de la totalidad de sus ingresos de vida.

Entre los Objetivos de Desarrollo del Milenio que la Organización Naciones Unidas ha establecido para el siglo XXI, encabeza la lista la reducción a la mitad de la proporción de personas que padecen hambre. A pesar que se logró un buen progreso en la reducción del hambre crónica en la década de 1980 y la primera mitad de la década de 1990, los números durante la década del 2000 y 2010 parecen estar nivelándose.

Go to website....

Have students figure out number.....

4,201,362

nutritious school meals have already been provided to kids thanks to Shakira, Activia and people like you. Help us keep the momentum going!

Just \$5 feeds a child in school for a month



La Fundación Pies Descalzos fue fundada en Barranquilla, Colombia a finales de los años 90. Shakira, con tan solo 18 años, decidió centrar sus esfuerzos en mejorar la educación, nutrición y salud de la niñez más vulnerable. La Fundación ofrece programas de apoyo a los niños y sus familias ofreciendo soluciones reales que no solamente mejoran la calidad de sus vidas sino que también les garantiza su derecho a una educación de calidad, que va a determinar su crecimiento y su éxito en la sociedad.

[Facebook](#) / [Twitter](#) / [Instagram](#) / [YouTube](#)

Presentational Writing



Students write summary of video, retelling the story in simple sentences.


- Shakira sings.
- She likes soccer.
- She is Colombian.
- There are soccer players, animals.
- A little boy plays soccer, etc.

Students work in pairs or groups to add a verse to the song, change the chorus, etc.

Interpersonal



- Students pair to discuss the song, soccer and Shakira. They comment on things they like and don't like with regard to the video, favorite parts, etc. They give their opinions about soccer and/or other sports. Finally, they comment on Shakira and share information they know about her.

- 
- ❑ Lyrics:
<http://www.dicelacancion.com/letra-la-la-la-shakira>
 - ❑ Philanthropy
<http://www.shakira.com/philanthropy>
 - ❑ World Food Program
<http://cdn.wfp.org/2014/shakira-give-school-meals/>
 - ❑ US Weekly – Article about song
 - ❑ <http://www.usmagazine.com/entertainment/news/shakira-la-la-la-brazil-2014-son-milan-video-2014225>

Consumerism - Essential Questions

- They are open-ended. They have no one right answer. They involve thinking, not just answering.
 - They are provocative—they hook students into wanting to learn. All students can answer them using the target language.
 - They expand students' understanding of themselves in relation to their community and world in which they live.
 - How is your life influenced by the products you consume/that are available?
 - What role does consumerism play in your cultural identity (as an American/Spaniard/etc)?
- How does
consumerism
impact our lives?**

Theme and Topic	Global Challenges/Contemporary Life: Consumerism
Essential Question	How does consumerism impact our lives?



Brainstorming



- ▣ 1 minute to generate an individual list
- ▣ 1 minute to share list with a partner. Each person adds new words to their own list.
- ▣ Group students into groups of 4, share and add.
- ▣ Go around the room calling out one word per group until all groups are out of words. Teacher records all words on something that can be displayed.

30 de noviembre de 2012
1 día sin compras
 364 de consumo responsable



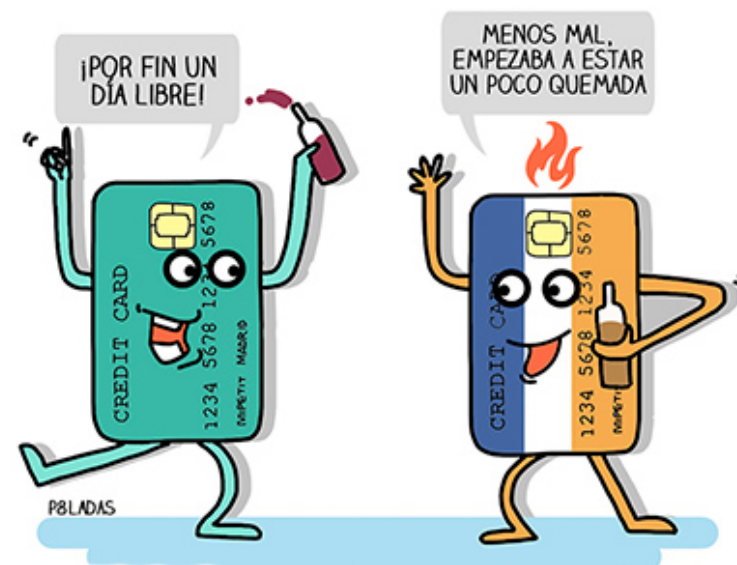
30 de noviembre de 2012



18:00 horas
 Ven a participar en una acción de calle lúdica y reivindicativa, que tendrá lugar el viernes 30 de noviembre a las 18:00 horas en el antiguo cine de la calle de la Cruz. ¡Os esperamos!

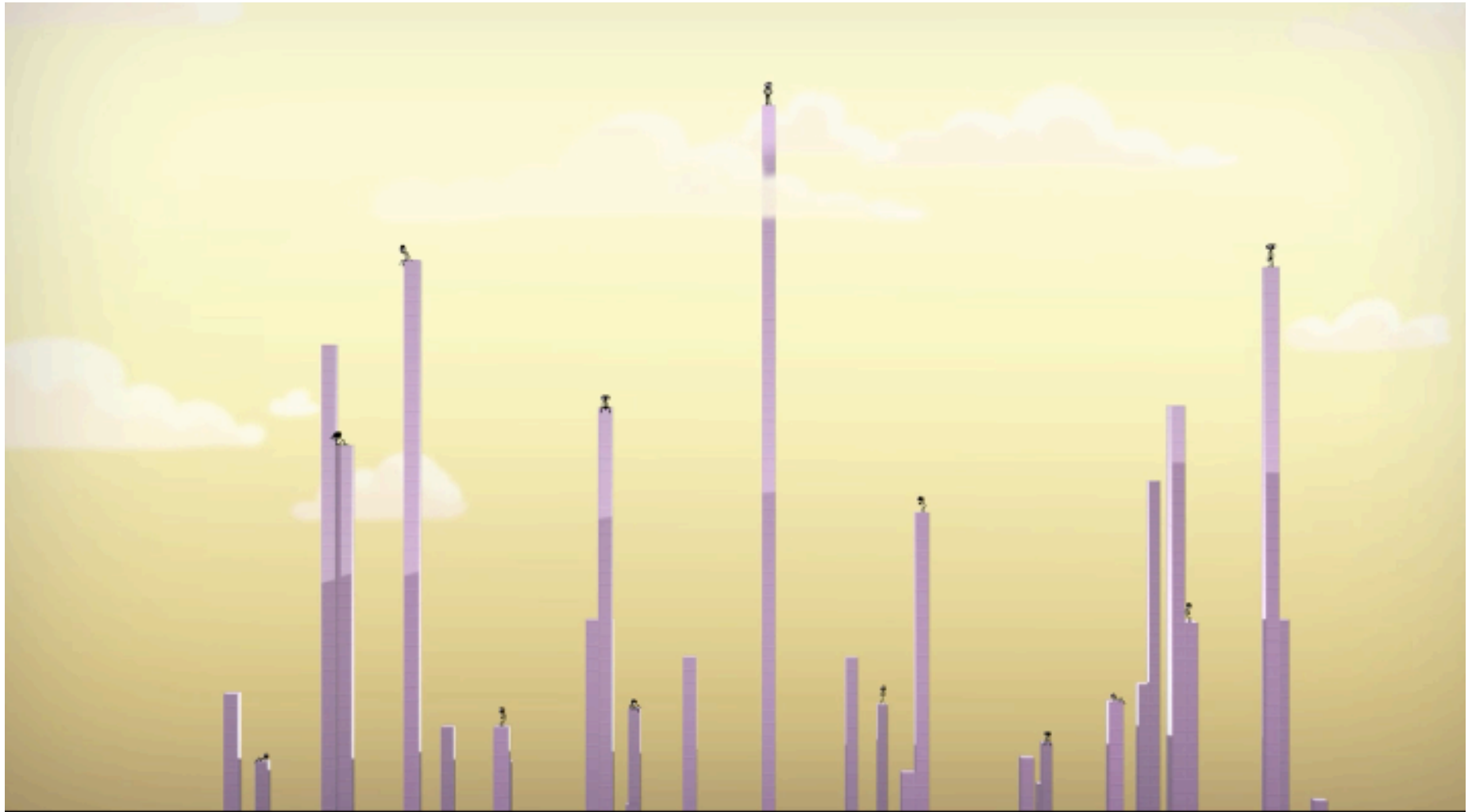
Organizan

Ocei
 Observatorio de Consumo y Equidad Social



DÍA MUNDIAL SIN COMPRAS

<http://etapes.com/birdo-evoque-l-escalade-de-la-consommation>



Laura Terrill, Bollingbrook 2015

Birido évoque l'escalade de la consommation



Réalisé par Luciana Eguti et Paulo Muppet du studio pauliste Birido, "Escalade" est un court métrage d'animation autour de la thématique de l'environnement et de la consommation durable. Récompensé lors du festival brésilien "Cine Ambiente 2011", le film évoque la vie des habitants d'une île cubique qui détruisent peu à peu leur milieu naturel à force de vanité et de consommation inutile.

Pyramide de Maslow



Fig 1. Pirámide de Maslow



Cómo funciona la Pirámide de Maslow

1. La base de la pirámide: fisiología. Lo primero que el ser humano necesita cubrir son sus necesidades básicas: comida, bebida, descanso, respiración...
2. Segundo escalón: seguridad. Una vez cubiertas las necesidades básicas, se pasa al escalón de la seguridad. Esto implica un techo donde cubrirse, saber que se está protegido y tener recursos asegurados.
3. Tercer escalón: afiliación. El ser humano necesita relacionarse, sentirse aceptado y participar en una sociedad.
4. Cuarto escalón: reconocimiento. Tener éxito y ser respetado por los demás.
5. La cúspide de la pirámide: autorrealización. Creatividad, moralidad, resolución de problemas... El ser humano llegará aquí cuando haya visto satisfechas el resto de sus motivaciones.

Deseo o necesidad

Diferencias clave entre deseo y necesidad

- ❑ Los deseos son cosas que no son esenciales para la vida, pero las necesidades sí lo son.
- ❑ Las necesidades se refieren a elementos sin los cuales no es posible la supervivencia o la calidad de vida, mientras que los deseos hacen referencia a cosas que queremos tener o alcanzar para sentirnos mejor.
- ❑ Las necesidades son más importantes que los deseos. Ejemplos de necesidades son: comida, agua, vestimenta.
- ❑ Ejemplos de deseos son: un smartphone, ir a un restaurante, ir al cine.

<http://diferenciaentre.info/diferencia-entre-deseo-y-necesidad/>



Juan David, 10, Medellin, Colombia

Laura Terrill, Bollingbrook 2015



El minimalismo: la alegría de vivir con menos

En sociedades donde el consumismo es muchas veces más motivo de estrés que de placer, muchos sueñan con vender todo lo que tienen y reducir sus pertenencias a lo mínimo indispensable.

Los llaman los minimalistas.

Pero se trata de algo más que de deshacerse de algunos bienes; el punto es eliminarlos en forma permanente.

"El minimalismo no son cuartos blancos casi vacíos y con escasos muebles", señala Chris Wray, quien escribe el blog *TwoLessThings.co.uk*. "Se trata de eliminar todas las cosas que nos distraen de aquello que es importante en nuestras vidas".


Para los minimalistas extremos como Andrew Hyde de Colorado, Estados Unidos, significa poseer apenas alrededor de 15 artículos.

http://www.bbc.co.uk/mundo/noticias/2014/03/140313_economia_vivir_con_menos_jgc



Día Mundial sin Compras 2014

El Día Mundial sin Compras (Buy Nothing Day) es un día simbólico contra nuestro modelo de consumo, social y ambientalmente insostenible. Este día sirve para recalcar que necesitamos otros 364 días de un consumo crítico y sostenible. La propuesta consiste en escapar de la corriente consumista que las empresas y los publicistas nos imponen tanto en Navidad como en el resto del año. Para ello se invita a toda la población a no acudir a comercios y grandes almacenes, reducir al máximo las compras de esa jornada limitándolas a lo realmente necesario, o incluso anularlas, y salir a la calle para denunciar un sistema socioeconómico injusto, alienante y ambientalmente insostenible. Desde que se comenzó a celebrar este día, en 1992, cada año son más los países que se suman a esta iniciativa. Las formas en que las diversas organizaciones internacionales se manifiestan son muy variadas, pero mantienen en común una crítica al modelo de consumo en el que estamos instalados, homogeneizador, despilfarrador, cínico e individualista, que contribuye, de forma decisiva, al mantenimiento de una situación que nos está conduciendo al colapso social y ambiental.



World No Purchases (Buy Nothing Day) is a symbolic day against our model of consumption, socially and environmentally unsustainable. This day serves to emphasize that we need other 364 days a critical consumption and sustainable. The proposal is to escape the current consumer companies and advertisers imposed on us both at Christmas and in the rest of the year. To do so invites all people to not go to stores and department stores, minimizing purchases that limiting them journey really necessary or even cancel them, and go out to denounce unfair, alienating socioeconomic system and environmentally unsustainable. Since he started celebrating this day in 1992, each year more countries join this initiative. The ways in which the various international organizations manifest are varied, but held in common a critique of consumption model in which we are installed, homogenizer, wasteful, cynical and individualistic, which contributes decisively to the maintenance of a situation that is leading us to social and environmental collapse.

Theme and Topic	Global Challenges/Contemporary Life: Consumerism
Essential Question	How does consumerism impact our lives?

Toolbox

Functions and Related Structures / Patterns

Function (s): explain why I make certain purchases

Accuracy:

Qué compran y consumen los jóvenes

Brainstorm a list of all possible purchases.
Then, brainstorm a list of all possible influences.



¡COMPRA YA!

Qué compran y consumen los jóvenes

Una tesis de la Universidad Miguel Hernández analiza la percepción que tienen los jóvenes sobre cómo sus familias influyen en las decisiones que toman sobre compra y consumo.

1. Ask students to write the possible question.
2. Students think individually and write a possible question. Pair and write. Ask the question.
3. Survey the students to get the percentage of the students in the class who find that families influence their decisions.
4. Ask for a prediction if the number will be higher or lower.

Qué compran y consumen los jóvenes

Igualmente estudia cómo influyen sobre ellos los amigos, la televisión o la religión, a la hora de realizar sus compras. También tiene en cuenta la función mediadora (de filtro, de censura o apoyo) que ejercen las familias entre los amigos, la televisión, etc., y sus hijos.

1. Students read silently and make a list of influences suggested in the article. They complete a Venn diagram, listing influences as censorship, support or both.

Qué compran y consumen los jóvenes

La familia ya no tiene tanto peso

Los resultados reflejan que la importancia de la familia y de los amigos es mucho más reducida de lo que cabría pensar en un primer momento, con un 52,9% de influencia para la primera y un 58,3% para los segundos.

Las instituciones (asociaciones, grupos a los que se pertenece) como la publicidad en televisión tienen una influencia muy similar (del 32,7% y del 32,9%). A continuación, el colegio/institución educativa presenta un nivel de influencia en materia de consumo del 19% y en último lugar las instituciones y creencias religiosas, con un 9,6%.

1. Students write questions that can be answer by reading the text.
2. They pair and ask and answer questions.
3. The teacher then calls on a student for a question, another for the answer.
4. The teacher asks any questions that may be necessary to clarify meaning or to address points that have not been addressed.

<http://noticias.universia.es/vida-universitaria/noticia/2006/07/23/596842/que-compran-consumen-jovenes.html>

Qué compran y consumen los jóvenes

Los jóvenes perciben diferente influencia de sus familias en función de su edad y su nivel económico, pero no por ser chicos o chicas

Los chicos más jóvenes otorgan una influencia del 71,2% a la familia, mientras que los más adultos rebajan la influencia al 52,8%. Respecto del nivel económico aquellos jóvenes con menores ingresos perciben una mayor influencia familiar (76%) que los que tienen mayores ingresos (63,4%).



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Students make a list of words associated with the images. They compare lists, reread and then explain the image in their own words.

Students work individually to explain each number based on the information in the article. They pair and create a graph to explain the information.

What is the ideal city?



Il y a ou il n'y a pas de.....?



Comment est Angers?

J'y vis depuis que j'ai 18ans, (et j'en ai 43)
C'est une ville calme, très bien achalandée si tu aimes les petites boutiques, il y en a pour tout les goûts du baba-cool aux très chic..écoles dans tous les coins de la villes, cuisine scolaire public, bien d'après mes enfants qui y mange tous les jours..Bars, je ne les fréquente pas mais je sais qu'il y a de tout aussi...Restaus , (que l'embaras du choix, marocains, turc, végétaliens, canadiens, médiéval, resto à viande etc..) Pour aller à la mer, nous y allons souvent , il faut 1h15 direct par l'autoroute pour te rendre sur la cote atlantique..
voilà ce que je peux te dire..
Bis CLo

http://forum.aufeminin.com/forum/preschezvous19/_f1943_preschezvous19-C-est-comment-angers-quelle-distance-par-rapport-a-la-mer.html

Elicit Performance/Provide Feedback

Proof for		Proof against
	Clo a 18 ans.	
	On peut faire les magasins.	
	Clo n'aime pas les bars.	
	Il y a beaucoup de restaurants.	
	Angers est près de la mer.	

Process:

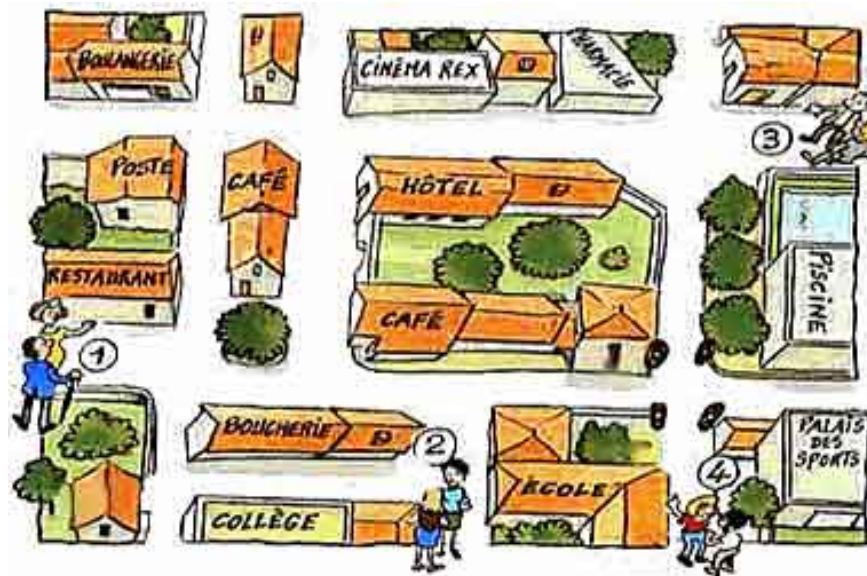
1. Students complete proof for/proof against individually.
2. They pair and compare answers.
3. They collaborate to write additional statements.
4. They combine with another pair to share statements.
5. They write 2 additional statements and exchange with another pair.

Suivre une direction

Où est-ce qu'ils veulent aller ? Lisez les indications et trouvez les destinations.

1. - Pardon, madame - pour aller à la/au ,
s'il vous plaît ?- Alors, vous continuez, vous passez
devant la boucherie, là, puis vous continuez
toujours tout droit jusqu'au feu. Là, vous tournez à
gauche. Vous allez tout droit, vous traversez une
rue. Elle est là, au coin de la prochaine rue, sur la
gauche.

la banque
le cinéma
la pharmacie
la poste
le café
un feu
la boulangerie



Les dix plus belles villes du monde

http://ma-planete.com/blog/view/id_33237/title_LES%20DIX%20PLUS%20BELLES%20VILLES%20DU%20MONDE/

10. **Montréal** figure souvent parmi les listes des villes les plus romantiques de la planète. Pour les Américains surtout, **Montréal** représente un heureux mélange de charme européen et de culture nord-américaine. Pour les sorties en tête à tête, au restaurant, dans un bar ou au concert, **Montréal** n'a pas son pareil.

Vivre en centre-ville

<http://www.changerdeville.fr/ou-se-loger/vivre-en-centre-ville-1016.html>



Vous ne supportez pas les embouteillages, la solitude, l'inactivité, le silence... les quartiers de centre-ville sont faits pour vous.

Les avantages du centre-ville.

Before reading the advantages, students make their own list.

Vivre en centre-ville



Le principal avantage des centres-villes est la possibilité d'assouvir immédiatement ses moindres désirs. Manger une pizza, aller au cinéma, dîner au restaurant, boire un verre dans un bar, faire du shopping, se promener dans un parc... tout devient possible même si on s'y prend au dernier moment.

Habiter dans le centre donne aussi l'opportunité à certains de vivre sans voiture. Au-delà du bénéfice physique et psychologique que cela apporte, l'absence de voiture permet de faire des économies significatives.

City Life – Do the tasks match the targeted performance level? allow students to address the essential question in some way?

<u>Interpretive Mode</u> Students will identify places in a city based on written and/or oral directions.	<u>Interpretive Mode</u> Students will read descriptions of various cities and will demonstrate comprehension of key elements indicating what they can see and do.	<u>Interpretive Mode</u> Students will read tourist information written for people planning to visit the city and use that information to determine where to go.
<u>Presentational Mode</u> Your class is planning a trip to (country). You need to suggest a city to visit and explain what there is to do there and why it is a good place to visit.	<u>Interpersonal Mode</u> In small groups, review all the suggestions of cities to visit in (country). Select three cities that you want to visit, giving reasons for your choices.	

Toolbox

Language Functions I can....	Related Structures/ Patterns	Priority Vocabulary
Identify places in a city	There is, there are Definite articles	Tier 1 Names of typical buildings Activities/traits associated with city/country compass directions prepositions of location descriptive adjectives transportation Tier 2 Winding streets City walls City center/Old city Middle Ages Advantages/disadvantages
Follow directions within a city	Commands (interpretive) Concept of "to the"	
Describe places in a city and what I do there	Adjective agreement and position, Present tense	
Identify traits associated with cities in urban, suburban and rural settings		
Express preferences with reasons about what cities to visit, where to live	I prefer....because I think....	
Make comparisons between cities in the US and cities in France	Comparatives – less, more as	
Promote "my" city as the ideal place to live	Commands, You can, you should, you have to	

Vocabulary: Imagine the conversation.....

All languages should address all of the functions that are listed here. The actual vocabulary may be adjusted by language to reflect the types of resources being used as well as the cultural aspects of language.

Describe a city

	What is the (city)like?
	It is....
	Big, small, medium sized
	Is there....? Are there....?
	There is / There isn't.....
	a river.
	a chateau.
	schools.
	cafes.
	restaurants.